

2023年度一般入学試験問題

英 語

(2月8日)

開始時刻 午前10時30分

終了時刻 午前11時30分

注 意 事 項

1. 試験開始の合図があるまで、この問題冊子の中を見てはいけません。
2. この冊子は12ページです。落丁、乱丁、印刷の不鮮明及び解答用紙の汚れなどがあった場合には申し出てください。
3. 解答用紙には解答欄以外に次の記入欄があるので、監督員の指示に従って、それぞれ正しく記入し、マークしてください。
 - ① 受験番号欄
受験番号を記入し、さらにその下のマーク欄にマークしてください。正しくマークされていない場合は、採点できないことがあります。
 - ② 氏名欄
氏名とフリガナを記入してください。
4. 解答は解答用紙の解答欄にマークしてください。例えば、

10

と表示のある問いに対して③と解答する場合は、次の(例)のように解答番号10の解答欄の③にマークしてください。

(例)

10	①	②	③	④
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5. 問題冊子の余白等は適宜利用してもかまいません。
6. 試験終了後、問題冊子は持ち帰ってください。

1 次の英文を読んで、下の問1～5に答えなさい。その際、最も適切なものをそれぞれ①～④から1つ選びなさい。(設問の関係上、本文を改めたところがある。)

Your study group is learning about “how songbirds learn songs.” You have found an article you want to share.

The 1,000-year Bird Song

Every summer, the calls of thousands of swamp sparrows can be heard across North America’s wetlands. These little brown birds know only a few songs, but they know them very well. In fact, their musical set list probably hasn’t changed much for centuries.

Like humans, baby swamp sparrows learn to communicate by copying adults. From a young age, they learn to copy, or mimic, songs sung by their elders. “Swamp sparrows very rarely make mistakes when they learn their songs,” says biologist Robert Lachlan. In fact, their mimicry is so accurate that the music changes little between generations.

Just like children, the sparrows don’t remember every song they hear, Lachlan says. “They don’t just learn songs at random; they pick up commoner songs rather than rarer songs.” In other words, they learn songs they hear most often. It’s an example of a strategy that scientists call conformist bias.⁽²⁾ Until recently, this learning ability was thought to be special only to humans.

Between 2008 and 2009, Lachlan’s research team recorded the calls of 615 male swamp sparrows across the northeastern United States. The researchers used computer software to break each song into a collection of notes, or syllables. They then measured the differences between the tunes.

The research revealed that only 2 percent of male sparrows sang a different song from the standard tune. The combination of accurate mimicry and conformist bias allows the birds to create traditions that last for centuries. “With those two ingredients together, you end up with traditions that are really stable,” says Lachlan.⁽³⁾ “The song-types that you hear in the marshes of North America today may well have been there 1,000 years ago.”

Lachlan’s study is among the first to measure the longevity of song traditions within a bird species. Another aspect scientists are now exploring is the impact of habitat loss on songbirds.

Man-made barriers—such as cities, roads, and plantations—can break up a bird population into a number of isolated groups. These barriers may prevent cultural interaction between songbird populations, such as the exchange of song types.

The findings are really exciting, says scientist Andrew Farnsworth. He hopes that future research will evolve from these studies. For example, scientists may be able to identify how other animals are able to preserve their cultural traditions. “Seeing the potential for it in other organisms is super cool,” says Farnsworth.

Adapted from Paul MacIntyre and David Bohlke, *Reading Explorer 2 Third Edition* (National Geographic Learning, a Cengage Company, 2020)

問 1

Which of the following is **TRUE** about swamp sparrows?

- ① Swamp sparrows change songs sung by their elders.
- ② Swamp sparrows know a lot of songs.
- ③ Swamp sparrows remember every song they hear.
- ④ Swamp sparrows learn songs they hear most often.

問 2

Which is the most suitable definition for conformist bias mentioned in this passage?
(2)

- ① It is the way humans or animals tend to learn new things when they get rewards regularly.
- ② It is the way humans or animals tend to follow common behavior.
- ③ It is the way only animals tend to learn new things when they get rewards regularly.
- ④ It is the way only humans tend to follow common behavior.

問 3

What do those two ingredients refer to?
(3)

- ① conformist bias and traditions
- ② the standard tune and accurate mimicry
- ③ accurate mimicry and conformist bias
- ④ notes and syllables

問 4

4

In what ways may cities or roads built by humans affect songbirds?

- ① Songbirds may gain their habitats more.
- ② Songbirds may exchange their song types with others often.
- ③ Songbirds may lose their cultural traditions.
- ④ Songbirds may explore other habitats.

問 5

5

According to Andrew Farnsworth, which of the following is an example of a future research question that may evolve from the study?

- ① How do other animals maintain their culture and traditions?
- ② How many songs can songbirds remember in general?
- ③ How does habitat loss influence a songbird's behavior?
- ④ How accurately can songbirds sing songs by copying their parents?

2 次の英文を読んで、下の問1～5に答えなさい。その際、最も適切なものをそれぞれ①～④から1つ選びなさい。(設問の関係上、本文を改めたところがある。)

You are interested in what are common mistakes Japanese learners make when they use English. You are reading a column in a newspaper for language learners.

Why do many people make the same mistake? Well, there are a number of reasons. One of the main ones is something called first language interference. English is your second language. Since Japanese is your first language, it interferes with your English. I think the way some people use “Are you okay?” is a good example of this.

Let me tell you a story. A while ago, I was out with a few friends having a couple of beers in a restaurant. At the table next to us were three Japanese businessmen and one of their overseas customers. The restaurant wasn't very crowded, so I could eavesdrop on their conversation. (Eavesdrop means to “listen secretly to the private conversation of others.”) (中略) The three Japanese businessmen were looking at the menu and talking in Japanese about what to order next. One of them suggested ordering *sashimi* and the best English speaker of the group turned to the customer and said in English, “We will order raw fish. Are you okay?” Their guest looked a little puzzled and said, “I'm fine. Why?” The conversation at their table stopped and I started talking to my friends again.

Their conversation stopped because the Japanese businessman asked the wrong question. He should have said, If you want to be a little more formal, use all right. Is that all right (with you)? This is the correct question to use when you ask someone about preferences—likes and dislikes.

You can use “Are you okay?” when asking about a person's health or condition. If you see someone fall off a bicycle, walk over to the person and say, “Are you okay?” If you see a fellow student who looks pale, ask “Are you all right?”

We'll be talking about another common mistake in the next section. Is that all right with you? I hope so.

Adapted from James Tschudy and Hidetsugu Yoshida, *More Odds & Ends* (SEIBIDO, 2005)

問 1

What does “it ⁽¹⁾interferes with your English” mean in the passage?

- ① it is affected by your English
- ② it causes a problem with your English
- ③ it makes a mistake in your English
- ④ it learns from your English

問 2

次の英文は、上の本文の ～ のいずれかに入る。この英文を入れるのに最も適切な場所を①～④から1つ選びなさい。

For example, I'd like to have Chinese food for dinner. Is that all right with you?

- ① A
- ② B
- ③ C
- ④ D

問 3

Why did the guest look puzzled when one of the Japanese businessmen asked him the question, “Are you okay?”

- ① The guest did not like *sashimi*.
- ② The guest was feeling sick.
- ③ The Japanese businessman used impolite words.
- ④ The Japanese businessman asked a wrong question.

問 4

Which of the following is the most appropriate to fill in ?

- ① “Is that okay (with you)?”
- ② “Are you okay (with you)?”
- ③ “Is that correct?”
- ④ “Are you sure?”

問 5

According to the passage, which of the following is **NOT TRUE** about usage of “Are you okay?”

- ① If one of your colleagues looks pale, “Are you okay?” is an appropriate question.
- ② If you see someone fall off a bicycle, “Are you okay?” is an appropriate question.
- ③ If you want to ask someone about their preferences, “Are you okay?” is an appropriate question.
- ④ There is a difference between “Are you okay?” and “Is that okay?”

3 次の英文を読んで、下の問1～5に答えなさい。その際、最も適切なものをそれぞれ①～④から1つ選びなさい。(設問の関係上、本文を改めたところがある。)

You learned about SDGs at school, and your teacher asked you to research on “Goal 4: Quality Education” for presentation. You found the following article and started to prepare for your presentation.

QUALITY EDUCATION: WHY IT MATTERS

What is the goal here?

Ensure inclusive and quality education for all and promote lifelong learning.

Why does education matter?

Education enables upward socioeconomic mobility and is a key to escaping poverty. Education helps reduce inequalities and reach gender equality and is crucial to fostering tolerance and more peaceful societies. Over the past decade, major progress has been made towards increasing access to education and school enrollment rates at all levels, particularly for girls. Nevertheless, about 258 million children and youth were still out of school in 2018—nearly one fifth of the global population in that age group. As the COVID-19 pandemic spread across the globe, countries announced the temporary closure of schools, impacting more than 91 percent of students worldwide. By April 2020, close to 1.6 billion children and youth were out of school.

How much progress have we made so far?

The primary school completion rate reached 84 percent in 2018, up from 70 percent in 2000 and under current trends, is expected to reach 89 percent globally by 2030. In 74 countries with comparable data for the period 2011-2019, around seven in ten children aged three and four were developmentally on track in at least three of the following domains: literacy-numeracy, physical development, social-emotional development and learning. The global adult literacy rate (aged 15 years and older) was 86 percent in 2018, while the youth literacy rate (15 to 24 years) was 92 percent.

What challenges remain?

13 years of steady growth in enrollment rates, non-proficiency rates remain disturbingly high. In 2018, some 773 million adults—two thirds of whom are women—remained illiterate in terms of reading and writing skills. And the sheer magnitude of school closures due to COVID-19

is likely to set back progress on access to education.

(中略)

Are there groups that have a more difficult access to education?

Yes, women and girls are one of these groups. About one third of countries in the developing regions have not achieved gender parity in primary education. These disadvantages in education also translate into lack of access to skills and limited opportunities in the labor market for young women.

What can we do?

Ask our governments to place education as a priority in both policy and practice. ⁽⁵⁾ Lobby our governments to make firm commitments to provide free primary school education to all, including vulnerable or marginalized groups. To find out more about Goal #4 and other Sustainable Development Goals, visit: <http://www.un.org/sustainabledevelopment>

Adapted from “Take Action for the Sustainable Development Goals” (United Nations)

(注)

mobility (階級・職業などの)流動性 domain 領域、分野
non-proficiency rate 非習熟率 disturbingly 依然として
illiterate 読み書きできない the sheer magnitude of 非常に大規模な
parity 平等 vulnerable 社会的に傷つきやすい marginalized 社会的に無視された

問 1

11

Which of the following statements is **NOT TRUE** in the context of the second paragraph?

- ① Education is vital to make societies more peaceful.
- ② The number of children who enroll in school has increased in recent decades.
- ③ In 2018, about 25% of the world’s children and youth were out of school.
- ④ The COVID-19 pandemic has affected school attendance.

問 2 12

According to the third paragraph, which of the following statements is TRUE?

- ① More young people than adults had the ability to write and read in 2018.
- ② The primary school completion rate increased by 5 % from 2000 to 2018.
- ③ All seven-year-old children in 74 countries could write and read in their own languages in 2019.
- ④ Social-emotional development was not one of the areas progressing for children in 74 countries last few decades.

問 3 13

Which of the following is the most appropriate to fill in 13 in the fourth paragraph?

- ① Although
- ② Despite
- ③ Without
- ④ Due to

問 4 14

According to the fifth paragraph, how would limited educational opportunities for young women affect their lives?

- ① They would increase women's mobility.
- ② They would give fewer opportunities to acquire skills.
- ③ They would limit access to the Internet.
- ④ They would not affect young women at all.

問 5 15

What does Lobby ⁽⁵⁾ underlined in the sixth paragraph mean?

- ① control
- ② try to reject
- ③ try to persuade
- ④ interfere

4 次の英文を読み、下の問1～5に答えなさい。(設問の関係上、本文を改めたところがある。)

U.S. government officials say an unknown and fast-spreading disease has killed 85 wild horses in less than one week in the western state of Colorado.

Federal officials made the announcement Wednesday. The number of deaths at a federal corral, or holding area for horses, increased from an earlier announcement of 67.
(1)

Steven Hall of the U.S. Bureau of Land Management, BLM, told Reuters the facility is under quarantine. That means animals are not permitted to enter or leave the area.
(2)

More than 2,500 animals are held at the facility in Canon City, 190 kilometers southwest of Denver. Animals that are sick or have been exposed to infected horses are being kept away from the 18 ones.

A BLM statement earlier this week said, “Wild horses at the Wild Horse facility in Canon City have been infected with an unknown yet highly contagious and sometimes fatal disease.”

Most of the sickened horses had been transported from Rio Blanco County, near the neighboring state of Utah. Officials collected the animals last autumn, the BLM said.

Hall said the dead animals are being examined. Blood and tissue samples are being carefully studied at two university laboratories.

“The main symptoms seem to be respiratory issues and chest congestion,” Hall said, adding that federal, state and independent veterinarians are investigating the issue.

Horses are not native to the United States. Their ancestors were animals freed or left by people during the settlement of the American West. The BLM said the horses must be controlled because the animals damage water supplies and eat food that native species eat. There are an estimated 80,000 wild horses in the U.S.

The agency collects some of the wild animals in events called roundups. BLM transports the animals to holding areas where some are sold.

Activists say the roundups and living conditions for the animals are inhumane.

Suzanne Roy of the American Wild Horse Campaign said in a statement posted on the group's website, "Disease outbreaks and deaths are the direct result of the BLM's mass roundups."

Roy added, "We can expect to see more suffering and death if BLM continues down this dangerous and destructive path."

Adapted from "Wild Horses Die from Unknown Disease" (VOA news, 2022)

(注)

Reuters 英国の国際通信社 contagious 直接感染性の
respiratory 呼吸器の congestion 充血、うっ血
veterinarian 獣医

問 1 16

下線部(1)の 67 の数字が表す内容として、最も適切なものを次の①～④のうちから1つ選びなさい。

- ① 85 頭になる前に発表された死んだ野生馬の数
- ② 連邦政府の馬の囲い柵で死んだ野生馬の総数
- ③ 連邦政府の馬の囲い柵で一週間以内に死んだ野生馬の数
- ④ 連邦政府の役人が水曜日に発表したときの死亡した野生馬の数

問 2 17

下線部(2)の意味として当てはまらないものを、次の①～④のうちから1つ選びなさい。

- ① その領域に動物を入れることが禁止されている。
- ② その領域から動物を他の地域に移動することが禁止されている。
- ③ 動物の出入りができない隔離された状態である。
- ④ 動物をその領域の中に入れて、そこから出したりするときには許可は必要ない。

問 3 18

空所 18 に入れるのに最も適切な語を、次の①～④のうちから1つ選びなさい。

- ① stubborn ② healthy ③ harmful ④ primitive

問 4 19

本文の内容から wild horses について当てはまらないものを、次の①～④のうちから1つ選びなさい。

- ① 馬はアメリカ西部に移住した人々が持ち込んだ。
- ② 馬はアメリカ合衆国原産ではない。
- ③ BLM は、野生馬を保護しなければならないと述べている。
- ④ 野生馬はアメリカ合衆国に自生する他の動物と食物で競合している。

問 5 20

本文の内容と一致しないものを、次の①～④のうちから1つ選びなさい。

- ① 病気になった野生馬のほとんどはユタ州で捕獲された。
- ② roundups では野生馬が駆り集められ、BLM によって馬囲いまで移送される。
- ③ 駆り集められた動物の生活環境は劣悪であると主張する人もいる。
- ④ 馬の病気の症状は、呼吸器や胸部にあり、獣医らがその原因を調査している。

5 次の問1～10の空所(21 ～ 30)を補うのに最も適切なものを、それぞれ下の①～④から1つ選びなさい。

問1 21 to lock the door before you leave.

- ① Forget ② Remind ③ See ④ Be sure

問2 He acted 22 nothing had happened.

- ① in case ② as if ③ as such ④ which

問3 They don't think it is as important 23 .

- ① as well as ② as what you are ③ yours ④ as you do

問4 If he didn't travel so much, he 24 more money.

- ① has ② had ③ will have ④ would have

問5 Things don't always work out 25 .

- ① the way you want ② that you want
③ which you want ④ why you want

問6 The instructions were really 26 .

- ① confusing ② confuse ③ confusedly ④ confused

問7 Someone might be able to move that big table, but I 27 want to try.

- ① can ② wouldn't ③ will ④ shouldn't

問8 I'm able to learn 28 when I read the newspaper.

- ① new something ② something to new
③ something new ④ new anything

問9 I often ask the students 29 since the last class.

- ① what they will do ② what they went
③ what they do ④ what they have been doing

問10 "Which room shall I use?" "No. 6 or No. 8: 30 room is OK."

- ① either ② both ③ neither ④ every

